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ABSTRACT

Although it deals with both years of the program, this report is primarily concerned with the second year of Project ORDER. The program's objectives were to improve the general school atmosphere, including teacher, student, and parent attitudes toward the school; to show continued significant improvement in pupil behavior; and to substantially improve teaching and learning experiences and achievements. The program was implemented by four distinctive and overlapping strategies--the use of the cluster approach to functional control; the use of extensive inservice education to enable teachers to apply various methods for teaching affective education; the addition of personnel; and the provision of consultants for leadership and assistance in a thorough restudy and revision of the curriculum. In the second year of the project, emphasis was placed on dissemination and replication. This report consists of a summary of the program's objectives and activities and of the evaluation data that has been collected and analyzed during the year. The three basic system objectives are examined and then the objectives, activities, and achievements of the program's subsystems--curriculum, facilities, public relations, extracurricular activities, student body organization, faculty and staff, administration, and class schedule--are presented. Appendixes contain related information. (Author/IRT)

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PROJECT O ORGANIZATION FOR
R RESPONSIBILITY,
D DEPENDABILITY,
E EDUCATION AND
R REALITY

An E.S.A.A. III Project for

B. C. Elmore Middle School

North Forest Independent School District

Houston, Texas

under the auspices of

Health, Education, and Welfare

U. S. Office of Education

July, 1976

EA 009 183

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PROJECT

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Project ORDER is a pilot program of the Emergency School Aid Act designed to meet special needs of the B. C. Elmore Middle School, North Forest Independent School District, Houston, Texas. It is a total program involving the administration and staff, the faculty, the student body, the curriculum, the physical plant, the parents, and the community. The pilot project was first initiated during the 1974-75 school year and was refunded for the 1975-76 school year. This report primarily represents the second year of operation, 1975-76, but is concerned with the total first two years of operation. The project has been refunded for continuation in the third year, 1976-77.

The pilot project was initiated in B. C. Elmore Middle School because this school had many of the characteristics and problems which are typical of secondary schools in low socioeconomic neighborhoods with minority-group populations in large metropolitan areas. The Elmore student body in the past, has exhibited a lack of positive educational achievement, a learning environment which was undesirable in many respects, and frequent behavior problems which disrupted classes and interfered with the teaching-learning process. The school had many of the characteristics of inner-city schools which are frequently stereotyped as being violent and disorderly. The total enrollment of the school was almost one thousand students, which contributed to a feeling of anonymity and impersonalness

among the student body, and which made it very difficult for teachers to cope with behavior problems.

The primary purpose of Project ORDER was to overcome the adverse effects of minority group isolation and to facilitate the solution of the related behavioral and environmental problems.

Goals and Objectives

The overall goal of the program was to develop an atmosphere of positive, constructive, orderly, and acceptable behavior in order to encourage a favorable learning environment and to overcome the adverse effects of minority group isolation in a metropolitan middle school. The project also aimed to eliminate the sense of anonymity on the part of students and a sense of impersonality and helplessness on the part of teachers.

One main priority involved reorganizing the entire school and all its components into clusters or teams of students and teachers who are responsive and responsible to one another. A second priority included emphasizing positive and constructive behavior and self-worth through utilization of the most promising applications of modern psychology and social psychology. A third priority was improving the relevancy and effectiveness of curricular, extra-curricular, and guidance activities.

Basic Assumptions

Basic concepts which serve as a basis for the project were reflected by the title ... PROJECT

O Organization for
R Responsibility,
D Dependability,
E Education, and
R Reality.

It operated on the basic assumption that the school should be organized so as to eliminate feelings of impersonalness and anonymity on the part of

students and impotency on the part of teachers. The organization assigned responsibility to students and teachers for the consistent practice of constructive behavior, and for maintenance of a positive learning-behaving atmosphere, within which learning could occur.

Special features of the project were based on four basic assumptions. (1) Much of the misbehavior of students in the secondary schools results from a feeling of impersonalness and anonymity due to large enrollments and limited contacts with the teachers and other adults in the school. A lack of identification with the school causes an alienation when students feel that no one really knows them nor cares about them. At the same time, teachers feel powerless to cope with the discipline problems when students in the halls constitute a large, anonymous mass. Organizational arrangements can remove these handicaps. When a small group of teachers are given help and leadership, they can know two or three hundred students well, supervise their total education, understand their problems, and be responsible for behavior in a total part of the building. The cluster organization of Project ORDER strikes directly at the problem and facilitates correction of it. (2) In recent decades many schools have neglected or abandoned attempts to teach values and behavioral attitudes. This has helped to contribute to a decrease in teachers' feelings of responsibility for students' affective education and an accompanying loss of control of students' behavior. Recent developments in psychology and sociology have provided some promising techniques and applications in this area. Individually Guided Education (IGE), transactional analysis, reality therapy, behavior modification, values identification, and human relations education are all examples of these new techniques. (3) It is an accepted truism that most serious discipline problems are caused by a small proportion of the students.

Project ORDER included provision for a Crisis Intervention Center, which would be better equipped than the regular classroom to deal with the more severe problems of these youngsters. It is hoped that this may facilitate improvements for those students. However, another purpose is to remove disruptive students from the regular classrooms, where neither they nor their teachers could be responsible for their behavior. (4) Much of the alienation and misbehavior is caused by a curriculum that is irrelevant and inappropriate for many students. Project ORDER includes provision for curriculum development and revision to assist in improving this condition. Plans include definite measures for increasing both relevancy and appropriateness of all parts of the instructional program.

Implementation

The program was implemented by four distinctive but overlapping strategies: (1) the utilization of the cluster approach to functional control; (2) extensive inservice education to enable teachers to utilize and apply various methods for teaching affective education; (3) additional personnel, including team leaders, counselors, a supervisor for the crisis intervention center, and teacher aides; (4) provision of consultants for leadership and assistance in a thorough restudy and revision of the curriculum.

The primary mode of attack upon dysfunctional organizational factors was to reorganize the school's student body, faculty, and facilities to provide four clusters, each containing about 200 to 300 students. This emphasis upon membership in a smaller group was aimed at reduction of the feeling of anonymity and impersonalness on the part of the students and the removal of the feeling of helplessness and futility on the part of teachers, as they attempted to deal with behavior problems and learning problems.

Many approaches were used to achieve the objectives related to affective education. The Individually Guided Education Program was introduced into the school during the first year and was expanded upon during the second year. Inservice meetings were held to help teachers learn to work as teams in order to build instructional programs which met the unique needs of individual students. They agree among themselves upon appropriate goals and methods that will benefit the student. A concerted effort was made to develop learning modules and to use various materials that were designed for individual use and growth. This plan of action helped the faculty fit instruction to the students' individual learning styles and levels. The faculty employed the theories of transactional analysis to aid them in understanding and evaluating the behavior of the students. Slide presentations on transactional analysis were used in the classroom to give students an explanation of the ideas in practice.

The use of reality therapy was encouraged to help the individual accept responsibility for his actions. Twenty-five teachers attended a two-day Reality Therapy workshop conducted by the staff of Jersey Village High School. This workshop gave the teachers greater insights into the application of the method and the successes realized by others who use the technique. The use of reality therapy in the Crisis Intervention Center was a prime means of getting the students to accept responsibility for their actions. The Crisis Intervention Center was established to meet the special needs of the small percentage of pupils who experienced severe difficulty in adapting to the demand for self-control and responsible behavior.

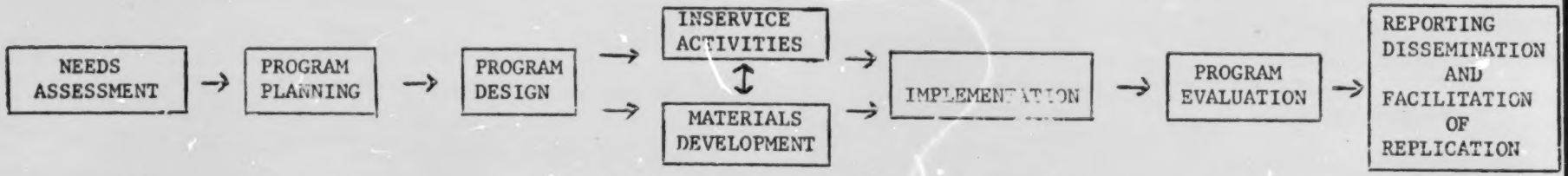
Extra personnel were provided and authority delegated to assist teachers in achieving the objectives of the project. A team leader was

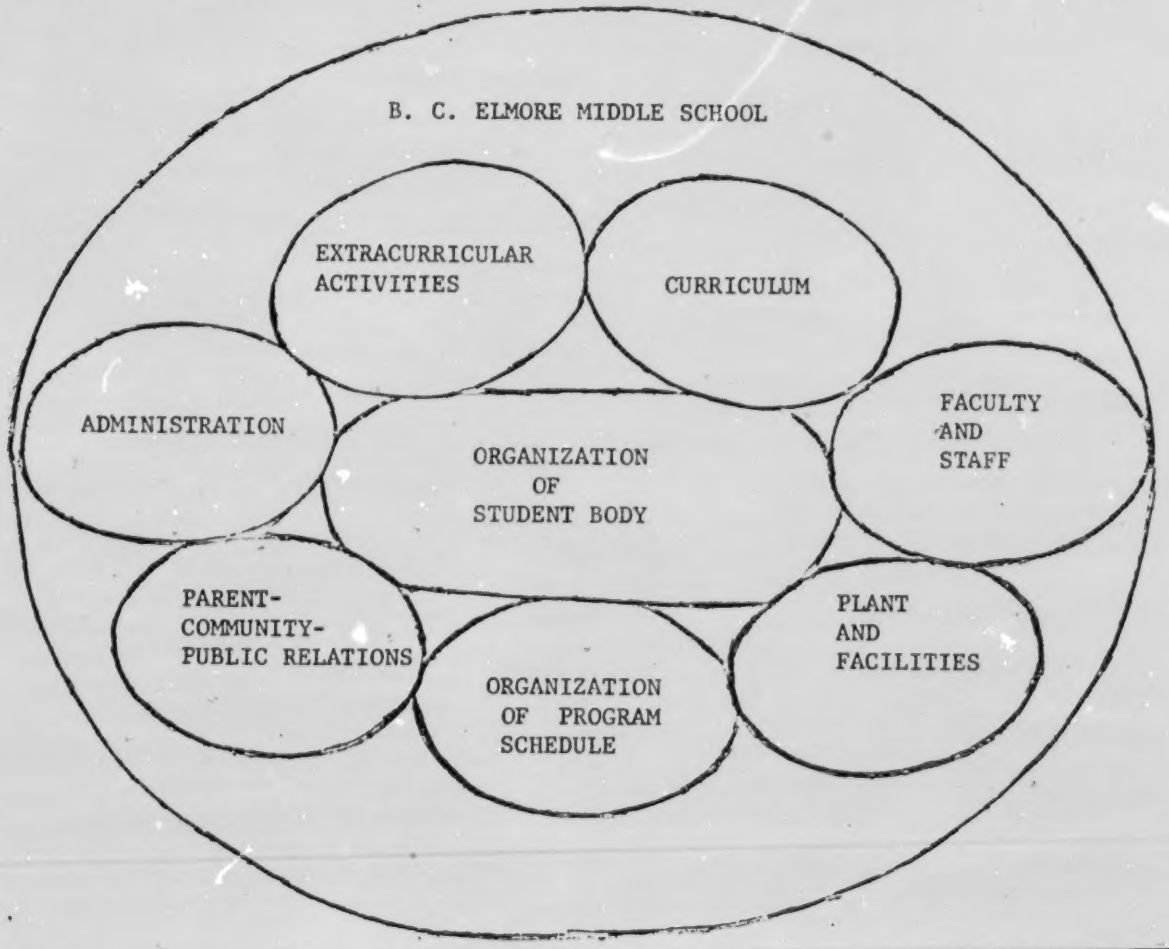
assigned to each cluster to lead and assist teams of teachers in their work with students. A teaching aide was assigned to each of the four clusters to relieve teachers of routine duties which interferred with teaching. Two extra counselors were employed and were charged with responsibility for working directly with students to help solve learning and behaving problems. Clerical and other impersonal tasks were eliminated from their duties to a very large extent. Two administrative interns were each assigned half time to share the administrative duties of the principal and the regular assistant principal.

Systems Model

In the reorganization of the school, a systems model was designed, implemented, tested, and evaluated. This model was based on a specific student-needs assessment and on a determination of the discrepancies between the existing status and the desired outcomes. It included program planning, program design, in-service activities, materials development, implementation, program evaluation, and reporting and replication. Using a systems approach, the school was viewed as a teaching-learning-behaving system with inter-related subsystems. The subsystems were comprised of the student body, faculty and staff, administration, curriculum, organization of program schedule, plant and facilities, and pupil services. This model is shown in Figure 1.

FIGURE 1 ORGANIZING THE SCHOOL AS A TEACHING-LEARNING-BEHAVIOR SYSTEM





A team of three consultants was included in the project design to provide assistance in program evaluation and curriculum development. The coordinating consultant has provided guidance for all phases of the project and has helped to coordinate the activities of administrators, faculty and staff so that maximum results could be realized. He has been concerned with ongoing evaluation and subsequent revision. The curriculum consultant has worked closely with the coordinating consultant, administrators, team leaders, department chairmen and teachers in an effort to develop and maintain a relevant curriculum that meets the various needs of the students.

In the second year of the project, emphasis was placed on dissemination and replication. A slide-tape presentation was developed and was presented at various local, state, and national workshops and conventions throughout the year. It provided interested persons with a complete verbal and visual explanation of the goals, objectives, and accomplishments of the project. Also, a brochure explaining the components was developed and distributed during the year. Numerous inquiries have been received from persons associated with school districts all over the country.

Articles describing various aspects of the project have been written and submitted to educational journals in an effort to assure national coverage of the project.

OBJECTIVES, ACTIVITIES AND EVALUATION

The proposal for Project ORDER was submitted in the form of objectives, activities and evaluative procedures for the total reorganized school (viewed as the basic system) and for each of the respective subsystems of the school described above. This report consists of a summary of these objectives and activities and of the evaluative data which has been collected and analyzed during the school year.

The Basic System

Objectives

1. To improve general school atmosphere including:
   a. Significant improvement in teachers' perceptions of school climate and behavior as measured by specific evaluative instruments.
   b. Significant improvement (at .05 level) in students' attitudes toward the school, including its programs, faculty, social structure and climate, and peer relationships, as measured by the Student Sentiment Index.
   c. Significant improvement in parents' attitudes toward the school, including the building and plant, the faculty, the administration, discipline, curriculum, interest in welfare of the children, and teaching equipment and materials.

Activities

All of the reorganization and all of the special activities, programs and personnel of Project ORDER were aimed at achievement of these general goals or objectives. Description of the specific activities and arrangements are described as they related to each of the respective, eight subsystems. However, all of these were treated as interrelated and interacting subsystems, and all were coordinated to contribute to the

achievement of these overall objectives for the entire school.

Evaluation Objective 1. a.

To evaluate the teachers' perceptions of the school program, the OCDQ was administered in the fall and spring semesters. The results of these administrations were consistent with the findings of the first and second years' results. (A total of five administrations have been carried out and analyzed since Spring, 1974.) The findings show that the teachers continue to perceive the school as closed despite attempts to move toward a more open setting. The results showed the faculty behavior and relationships to be typified as highly disengaged and highly hindered by distractions from teaching, about average in feelings of intimacy between faculty members, and far below average in esprit. At the same time, they perceived the administrator's behavior as being typically above average in aloofness and about average in consideration for faculty members, and as being very highly production oriented but below average in thrust. This year's administrations indicated that the first year's perceptions had been maintained with very little change. There might be some slight beginnings of improved perceptions of the principal's aloofness and consideration, but the change is not large enough to be statistically significant in change.

However, a more subjective evaluation of teachers' perceptions showed much more positive observations. Approximately 80 percent reported improvements in time spent in dealing with discipline problems and time spent in constructive teaching-learning activities. Practically all the teachers saw their own curriculum and instruction as improving and a distinct majority saw their colleagues' curriculum and instruction as improving.

Over three-fourths of the teachers saw the academic achievement,

attitudes, and efforts of the students as improving during the 1975-76 school year. Improvements in curriculum, particularly in terms of relevancy, were evidenced and will be reported on in greater detail later in the evaluation report. (See Table 1 .)

Evaluation Objective 1. b.

A School Sentiment Index instrument has been administered to approximately 200 seventh and eighth graders in May, 1974, November, 1974, and May, 1975. Responses on all three of these evaluations had shown that students held generally positive attitudes toward teachers' modes of instruction, authority and control, and teachers' interpersonal relations with their students. A clear majority also held positive attitudes regarding the social structure and climate of the school, toward their relations with their peers, and toward learning and school in general.

This instrument was administered twice again, in November and May of the second year of Project ORDER (1975-76). This second administration indicated a drastic lowering of morale or attitudes of students during the second year. Scores indicated that about equal numbers of students now held positive attitudes and equal numbers negative attitudes toward their teachers generally, their teachers' exercise of authority and control, and teachers' relations with their students, as well as toward the social structure of the school. It might be noted that student perception of teachers' authority and control and teachers relations with students "held up" better than any other attitudes measured. Students' attitudes toward peer relations in the school and toward school generally deteriorated most extensively.

These changes might be explained in terms of bias by the "Hawthorne" effect during the first year of the project. It might be that a certain

Table 1 Responses of Teachers on Survey of Perceptions of Changes in Teaching - Learning Activities. (N=32)

Questions Asked: In the course of the school year, do you see...	Decreasing or Declining N	%	No Change N	%	Increasing or Improving N	%
1. The time which you have spent in dealing with discipline problems as increasing or decreasing, in your classroom?	26	82%	4	12%	2	6%
2. The time spent in constructive teaching-learning activities as increasing or decreasing, in your classroom?	4	12%	3	10%	25	78%
3. The quality of your classroom curriculum and instruction as improving or declining?	2	6%	2	6%	28	88%
4. The curriculum of other teachers in the school (or those that you are familiar with) as generally improving or declining?	4	12%	9	28%	19	60%
5. The academic achievement of your students as improving or declining?	2	6%	6	19%	24	75%
6. The attitudes and efforts of your students as improving or declining?	5	16%	2	6%	25	78%
7. Curriculum revision has been based on a matrix combining learning processes and life-interest areas such as self-concept, career, consumer, leisure, and cultural interests. During the course of the school year, have you observed:						
a. Releavancy of your classroom curriculum to student's life interests as increasing or decreasing?	4	12%	9	28%	19	60%
b. The teaching of other faculty members becoming more relevant to life interests of students?	2	6%	15	47%	15	47%

amount of novelty and attention caused artificially high responses and that the second year saw a more realistic and "true" measurement. However, it may also be that the students were not happy with the division of the school and were depressed by being separated from friends in other clusters. They may also have felt, to some extent, less satisfied with some of the "modulated" instruction by teachers. While this type of instruction aims at individualized pacing of learning, it also tends to result in less personal contact between teachers and students. It is interesting to note that student attitudes tended to be slightly more favorable regarding teachers' exercise of authority and control and toward teachers' relations with their students. (These measures are reported in detail in Table 2 .)

Evaluation Objective 1. c.

In rating the facilities, programs, and approaches of B. C. Elmore Middle School, the parents indicated an overall positive feeling about the school and what it is offering to the students. The parent evaluation form was administered in the Fall of 1975 and the Spring of 1976, and the results of both were very similar.

Well over 75 percent of the parents responding indicated that they regarded the faculty, the administration, the discipline, the curriculum, and the interest in the welfare of the children as ranging from average to above average and superior.

In the area of discipline, the parents indicated high expectations on the part of the school personnel to control the students effectively. In both the fall and spring, about 20 percent of the parents expressed an opinion that the control of the children's behavior was below average or inferior. The only areas of strong negative feelings were in attitudes

Table 2 RESULTS OF STUDENT SENTIMENT INDEX

Grade 7

Mean Score - Based on Scale of 1-7

	VARIABLES	MAY, 1974	NOV. 1974	MAY, 1975	NOV. 1975	MAY, 1976
1	Teacher	5.0	4.5	4.4	2.2	2.1
2	Teacher Control	3.8	3.6	3.4	3.2	2.9
3	Teacher-Student Relationship	4.0	3.8	3.4	3.5	3.2
4	Attitude Toward Learning	4.1	3.8	4.1	3.3	2.9
*5	Attitude Toward Social Climate	4.9	4.4	4.2	3.4	3.0
6	Attitude Toward Peers	4.9	5.0	4.9	1.8	1.7
7	Attitude Toward School In General	5.0	4.9	5.0	1.9	1.8
8	Total Teacher Attitude	12.8	11.9	11.2	8.9	8.2

* Based on Scale of 1-8

Grade 8

	VARIABLES	MAY, 1974	NOV. 1974	MAY, 1975	NOV. 1975	MAY, 1976
1	Teacher Instruction	5.0	4.7	4.4	3.0	2.9
2	Teacher Control	3.7	3.8	3.7	3.6	3.2
3	Teacher-Student Relationship	3.8	3.8	3.3	3.8	3.6
4	Attitude Toward Learning	3.9	3.9	3.8	3.4	3.2
*5	Attitude Toward Social Climate	4.8	4.6	4.4	3.9	3.6
6	Attitude Toward Peers	5.2	5.1	5.1	2.6	2.1
7	Attitude Toward School in General	5.0	4.9	5.0	2.3	2.2
8	Total Teacher Attitude	12.5	12.3	11.4	10.4	9.6

* Based on Scale of 1-8

about the adequacy of the school plant and the quantity and quality of teaching equipment and materials. Ironically enough, the condition of the building and the availability of teaching equipment and materials has improved vastly. The fact that parents were unaware of improvements made in these areas plus the fact that there was a general decline in positive feelings from fall to spring, might be a strong indicator that communication with the parents and the community has not been as effective as it could be. Better communication is one of the strong emphases for the program in the coming year. There is a definite need to get more parents into the school so that they can see the changes that have been made and the positive learning activities that have been taking place since the inception of the project.

In terms of positive attitudes, the parents indicated a high regard for the ability of the faculty and administration. This attitude probably has been formulated due to both personal contact and student comments. However, the fact that parents see those teaching and guiding their children as good, strong influences is encouraging.

The attitude of the parents of students who had spent a portion of the school year in the Crisis Intervention Center was very positive in terms of what the center had provided for their children. (Table 3 reports these findings.) Over 75 percent of the parents felt their child's attitude toward school had improved, his behavior at home as well as at school had improved, and his production and achievement in school had changed for the better.

The larger number of parents responding this year, along with the very positive responses received, indicates that the Crisis Intervention Center has continued to aid the child with behavior problems not only

Table 3 Attitudes of Parents of Crisis Intervention

	MUCH WORSE N	%	SOME N
From what your child tells you, since he or she has been in C.I.C.:			
1. What change do you see in his attitude toward school and his feeling about going to school?	0	0%	1
2. What change has there been in his behavior?	0	0%	1
3. What change has there been in his school work and learning in school?	0	0%	0
4. What change has there been in his behavior and attitudes at home?	0	0%	1

sis Intervention Center Students

CH WORSE %	SOME WORSE N	SOME WORSE %	NO CHANGE N	NO CHANGE %	SOME BETTER N	SOME BETTER %	MUCH BETTER N	MUCH BETTER %
0%	1	3%	5	16%	9	29%	16	52%
0%	1	3%	4	14%	14	48%	10	35%
0%	0	0%	5	17%	13	45%	11	38%
0%	1	3%	6	20%	11	37%	12	40%

in the immediate situation but also in a continuing way.

Objective 2.

To show continued significant improvement in pupil behavior and reduction in pupil behavior problems as evidenced by:

a. An annual reduction of 25% in the number of pupil misbehavior incidents reported by teachers when comparing November, 1973, November, 1974, May, 1975, November, 1975, and May, 1976.

b. Continued significant reduction in the number of misbehavior cases referred to the principal's office by teachers.

c. Significant reduction in the number of misbehavior cases resolved through use of corporal punishment.

d. Continued significant reduction in number of cases requiring suspension from school.

Activities Objective 2.

All of the reorganization and all of the special activities, programs and personnel of Project ORDER were aimed at achievement of this general goal or objective. All of the subsystems were interrelated and interacted to achieve a coordinated achievement of overall objectives for the entire school. Evidence of accomplishments in this area was possible through a survey of teachers twice during the school year that showed the number of discipline problems experienced during a one-week period.

Evaluation Objectives 2.

The general objectives related to reductions in the numbers of pupil behavior problems have been achieved. Success in this regard has exceeded all expectations. This is reported in detail in Table 4. This data indicates that teachers, individually and in the clusters were able to prevent and eliminate the vast majority of discipline problems.

Table 4 Surveys of Discipline Problems: Numbers of Incidents of Misbehavior Reported by Teachers and Administrators.

	Week of Nov.5-9, 1973	Week of Nov.4-8, 1974	Week of May 5-9, 1975	Week of Nov 17-12,1975	Week of May 17-21, 1976
Number of cases not referred to the principal's office	2,321	2,254	865	423	475
Reduction from November, 1973		3%	63%	82%	79%
Number of cases referred to the principal's office	739	163	170	122	80
Reduction from November, 1973		78%	77%	83%	89%
a. Suspended	15	6	12	0	4
Reduction		60%	20%	100%	73%
b. Corporal Punishment	503	26	36	40	27
Reduction		95%	93%	92%	94%
c. Probation	9	2	4	5	0
Reduction		78%	56%	44%	100%
d. Warned	111	32	52	30	54
Reduction		72%	53%	73%	51%
e. Other	101	36	24	12	24
Reduction		64%	76%	88%	76%
TOTAL Number of Cases Reported	3,060	2,427	1,035	626	664
Reduction from November, 1973		21%	66%	80%	78%
Conferences with Parents	915	35	23	18	13
GRAND TOTAL	3,975	2,462	1,058	644	677
Number of Teachers	26	33	39	22*	38

* Small N is accounted for largely by the fact that many teachers reported no significant behavior problems were encountered.

Teachers were able to cope with those that did arise, and it was unnecessary to depend upon the principal or to resort to more extreme types of punishment, in most cases.

a. Surveys of teachers indicated that the number of discipline cases reported by teachers had been reduced by almost two-thirds in the first year of the project and that the second year of the project had seen the further elimination of almost half the number of cases. The total number of behavior problems reported by teachers in a single week in May, 1976, constituted approximately one-fifth the number in the sample weeks in November, 1973, and November, 1974, which represented conditions prior to and at the very beginning of Project ORDER.

b. The number of cases which teachers referred to the principal's office had been reduced by over 75 percent in the first year of the project. This number had been significantly reduced even further in the second year of the project. By May, 1976, the number of cases sent to the principal's office amounted to only 11 percent of such problems during the sample week of November, 1974.

c. Corporal punishment, which had been used extensively prior to the project, had been reduced by 94 percent by the end of the second year of the project. It should be noted that the elimination of quick and frequent corporal punishment did not result in any breakdown of discipline or defiance of authority. Rather it came as a result of much more positive preventative and corrective control.

d. Suspension from school was also almost eliminated, as it was recognized that this represented no real "cure" for school behavior problems. Where it was used, its purpose generally was to impress parents with the seriousness of a situation and assure their involvement in solving behavior problems.

Objective 3.

Although the report aims more directly at achievement of affective objectives, cognitive gain is also expected. Goals include to substantially improve teaching and learning experiences and achievement.

The attitude and concept of the students will be improved by presenting an effective teaching-learning situation by the teachers.

Activities Objective 3.

In order to achieve this objective, the curriculum was rewritten with the affective objectives included within the matrix. The program schedule aimed at the development of overall course programs as well as individual lesson modules. The development of such programs allowed for students and teachers to emphasize cognitive and affective objectives simultaneously.

Evaluation Objective 3.

Curriculum development enabled the faculty to incorporate direct teaching of values, attitudes, and behavior into regular classes. Homeroom was used as a real guidance class.

Social science and language arts classes became the focus for achievement of affective objectives as teachers recognized the desirability of more relevant curriculum, even at the expense of some more traditional but less imperative content. However, in most cases, it was possible to treat these objectives simultaneously so that it was not necessary to

deemphasize the cognitive. Plans for direct teaching within classes were evolved through team planning clusters with the aide of consultants.

Eighty-eight percent of the teachers saw the quality of their classroom curriculum and instruction as improving and 78 percent saw the time spent in constructive teaching-learning activities as increasing and student attitudes and efforts showing improvement. Sixty percent of the teachers surveyed thought the relevancy of their classroom curriculum to the life interests of the students had increased. (See Table 1 .)

Also, the behavior survey indicated a reduction in the number of discipline problems referred to the principal's office which would indicate a reduction in teacher-student conflict. (See Table 4.)

Evidence indicates that objectives of Project ORDER, related to substantial improvement in teaching-learning experiences, were achieved to a large degree.

As described in the Curriculum Subsystem evaluation, constructive work related to improvement of instruction was planned and implemented. Activity by teachers was evident in extensive in-service training aimed at improvement of curriculum and instruction and in constant development of modules and plans. Throughout the year, there was an apparent increase in the consistency of constructive learning activities in the classrooms of the school. More and more student time was spent in productive learning activity as the reduction in behavior problems removed the necessity for constant attention to enforcement. This is reported in greater detail in the curriculum subsystem.

At the end of the school year, in May, 1976, teachers were asked to respond anonymously to a questionnaire related to their perceptions of changes in the teaching-learning environment. Thirty-two teachers responded.

Twenty-six of these teachers (or 81%) responded that the time which they were required to spend in dealing with discipline problems in their classes had decreased during the school year. On the other hand, 25 of the teachers (or 78%) perceived that the proportion of time spent in constructive teaching-learning activities in their classrooms had increased during the course of the school year. Twenty-eight teachers (or 87%) stated that they felt that the quality of curriculum and instruction had improved in their own classes during the school year, and nineteen teachers (59%) saw the curriculum and instruction of other teachers in the school as generally improving during the first year of the project. Finally twenty-four teachers (75%) felt that the academic achievement of their students had improved during the school year, and 25 teachers (78%) saw an improvement in the attitudes and efforts of their students during the first year of Project ORDER. Table 1 reports the responses of teachers on this total survey.

During the year 19 teachers (61% of those reporting) had constructed one or more teaching modules, based on a matrix which required consideration of both learning processes and relevant life-interest areas of students. The number of modules constructed by teachers varied from one to fifteen. Sixteen of the teachers (52%) had constructed three or more modules.

Significant improvement in standardized achievement test scores had not been anticipated for it was recognized that measurable and significant improvement of cognitive goals could not be readily apparent when basic cultural environments remained unchanged. Also previous attempts to measure cognitive achievement of students in schools which have the adverse effects of minority group isolation have resulted in social and cultural

extraneous factors distorting the true results of the school's teaching-learning programs.

Performance of seventh grade students on the Comprehensive Tests of Basic Skills of the California Test Bureau was not changed significantly from the preceding year, and continued to be substantially below national norms.

The North Forest Independent School District and B. C. Elmore Middle School, like many others in the nation, have been de-emphasizing these biased test results and searching for better means of appraising true achievement of students. During the school year, a more sensitive testing program was conducted with many students in connenction with their study in the reading laboratory. This consisted of pre-tests and post-tests on criterion referenced tests of reading from the Educational Development Corporation, and calculated growth during the entire school year. Results were very favorable and the majority of students accomplished a greater number of objectives than initially anticipated.

Curriculum Subsystem

Objective 1

During the school year, to continue and expand the development of and implementation of the curriculum matrices which reflect the life-time needs of students-personal, career, consumer, leisure time and societal needs --- as they are reflected in cognitive development, rational thinking, psychomotor and affective development.

Activities

All teachers were involved in group and individual activities that assisted them in further development of life-time need matrices. Throughout the school year teachers have used the matrix, introduced in the in-service program, in developing objectives for lesson plans. Modules were developed by about 60 percent of the teachers in various subject areas. About 30 percent of the teachers were very active in developing modules in their subject areas and a large portion of their year's work centered around these modules. (See Table 1.)

Evaluation

There was an increase in quantity and quality of modules which reflected the application of the matrices. Quality of instruction, as observed by the curriculum coordinator, was improved, due in part to the fact that effective modules of teaching were developed and implemented. According to the teacher survey reported above, teachers felt the quality of their own curriculum and instruction and that of other teachers had significantly increased. Teachers also indicated a significant increase in the relevancy of the classroom curriculum to the life interests of the student body.

Objective 2

To increase cognition of, to improve acceptance of, and to influence behavior through direct teaching and learning, the principles of some of the most current applications of psychology, sociology and behavioral sciences.

Activities

This objective provided for the ongoing development and implementation of methods of affective education during the school year. The faculty was extensively involved in the application of the principles of reality therapy, transactional analysis, behavior modification, Individually Guided Education, and in promoting cultural awareness among the student body. The grant provided two additional counselors in the school who were familiar with these approaches to behavior management. Also provided by the grant were two administrative interns who brought into the school backgrounds in counseling and experience in the various approaches to affective education.

a. Reality Therapy - Activities: The use of reality therapy was reinforced for the faculty during a workshop conducted by the staff of Jersey Village High School in the Cypress-Fairbank district in Houston and teachers were instructed in positive approaches to student behavior and were given instructions on how to look for and reinforce positive behavior. Teachers were given hypothetical cases for practicing the application of the idea of student responsibility for behavior and viewed and discussed video tapes of actual reality therapy sessions that had occured at Jersey Village. The method of student commitment through contracting was explained, and teachers were

encouraged to engage in writing behavioral and academic contracts with their students. The Crisis Intervention Center was continued to meet special behavioral needs, and reality therapy was used extensively in the operation of this unit. The additional personnel provided by the grant to meet this specialized need was an important part of the school year program.

Evaluation

The faculty members were most enthusiastic about encouraging students to make commitments and helping them increase their feelings of self-worth.

The most successful part of the use of reality therapy was the emphasis on student responsibility for behavior. The administrative interns, with counseling experience, drew on the ideas of reality therapy in their roles as assistant principals. The school's counseling staff furthered and encouraged the use of the method in dealing with student discipline problems.

b. Transactional Analysis - Activities:

The in-service training included a presentation by Mr. Robert B. Jones, principal, on the basic ideas of transactional analysis as an approach to understanding student behavior. This workshop served as reinforcement for the transactional analysis training that was presented during the first year of the program.

Evaluation

Being reinforced with a background in transactional analysis has helped the faculty understand the sources of student behavior which interrupt the orderly procedure of the classroom.

This knowledge has been functional for the teachers in their attempts to work with students whose behavior might otherwise have resulted in their being referred to the administration for disciplinary action. This has helped to reduce tension among students and teachers, and has led to a more positive school atmosphere.

c. Behavior Modification - Activities:

The procedure of positive reinforcement was explicated for the faculty during the in-service program early in the school year. In a typical middle school, the perception and awareness of the importance of reinforcement in encouraging positive and desirable behavior is often absent. Successful participation in behavior modification and positive reinforcement required a reorientation in the responses of the majority of the faculty.

Evaluation

Many of the faculty have experienced difficulty in remembering to respond to positive student behavior rather than negative student behavior. Due to the pressures of the workload, due to long-established habits of response, and due to the increased degree of awareness which behavior modification required of teachers, many of the faculty have been lax in this area. Student response is difficult to evaluate also as the method may be a new and uncertain experience for many of the children in the school. The teachers' perceptions of improved attitudes and efforts of the students may be a concomitant of the more positive approach of the faculty.

d. Individually Guided Education - Activities:

This aspect of the program focused on the creation of educational experiences particularly designed to meet the emotional and learning needs of each student. In pre-school in-service and throughout the year, there has been continued emphasis upon the techniques of IGE. These strategies and tools have helped to improve awareness of the importance of human relations and team effort in focusing upon individual students and their emotional and learning needs. This program has also contributed greatly to the effectiveness of team work within the clusters. Emphasis has been placed upon relations within teacher groups as well as between teachers and students.

Evaluation

During the year, designing individualized learning experiences has proved to be one of the strengths of the program. Individualizing to meet student interests and learning levels has resulted in a curriculum with greater relevancy and a flexibility that allows students to progress at their own rate. Techniques of the IGE system have provided the basis for increased skills in communicating, cooperating, and agreeing within faculty and student groups. The combination of activities in this area did increase effective use of psychological and sociological techniques in the classroom.

Objective 3

Preliminary plans in the proposal for the second year of the project called for giving special emphasis to the teaching and learning of cultural values and human relations skills and understandings, with specific

objectives related to (a) design of curriculum components, (b) conduct of in-service programs, (c) ongoing in-service and curriculum development, and (d) incorporation of the curriculum into lesson plans.

As plans for the year were elaborated and implemented, the administration and staff came to the conclusion that more desirable curriculum could be developed through emphasis on the entire curriculum, based on the life needs and learning matrices, through emphasis on individualized instruction to fit needs of students, and through comprehensive study of the complete curriculum. Consequently, the attention to multi-cultural values was deemphasized and objectives and activities related to the curriculum subsystem were substantially revised.

Activities

The curriculum, which included cultural values and human relations skills and understandings needed for effective participation in society as well as all other considerations in the matrices, was given complete comprehensive study. The main emphasis was on affective results rather than cognitive results, but there was complete restudy of goals, objectives, and content in all subject matter areas in connection with accreditation evaluation of the school. The curriculum consultant gave continuing leadership in this area. In addition, consultants in specific curriculum areas were brought into the school to work with small groups in evaluating the ongoing activities at Elmore. Dr. Dorothy White of the University of Houston and a team of doctoral students worked with faculty members in developing improved curriculum materials. Teachers have made adjustments in their programs based on these sessions.

Teachers from Elmore have visited in a number of other schools where exemplary programs have been identified. Where feasible, teachers

have implemented some of these activities and ideas into their teaching.

Evaluation

The enthusiasm of the faculty for working on curriculum revisions to make it more relevant to the life interests of the students was very high, and the success of the curriculum revision has been a direct result of this willingness of the faculty to participate in the extra work necessary. The curriculum which developed as a result of the year's work may be correlated positively with the improved teacher perception of the general atmosphere of the school and with the maintenance of the positive student perception of the school.

The availability of specialized curriculum experts has facilitated the solving of problems which arose during the year and helped the faculty in becoming more perceptive of areas in which improvements could be made. One of the more valuable activities of the program was the visitations to other schools, which allowed the teachers to see successful innovative programs in progress. The experience of actively designing and writing changes in the curriculum has benefited the faculty in its professionalism.

The revised curriculum which developed over the year reflects the efforts of the faculty to meet particular needs of the student body at B. C. Elmore. During this first year of the program, emphasis has been placed on development of an evolving and improving curriculum. The accumulation of the modules and the work produced during the 1974-75 school year will serve as models for further curriculum improvement in the coming school year. However, the objective of achieving a "finished" curriculum may have been neither realistic nor desirable. More realistically the goal should be a dynamic, constantly improving and adapting curriculum. Based on teachers' feelings that curriculum and instruction as well as

academic achievement has improved during the school year, it is evident that a certain degree of success was achieved in attempting to develop an improved, relevant curriculum.

Objective 4

75% of the professional personnel will attend a curriculum class offered by Texas Southern University in development and implementation of middle school curriculum. (This objective was only partially achieved.)

Activities

A curriculum class in development and implementation of middle school curriculum was offered by Texas Southern University during the fall semester of 1975 and the spring semester of 1976 for all interested faculty members. Twelve members of the faculty enrolled in the fall semester and ten enrolled in the spring semester. Classes were conducted on the campus of B. C. Elmore Middle School for three-hour sessions, once a week for 15 weeks. The course was designed to identify problems and to provide solutions to the problems common to the middle schools of the North Forest Independent School District.

Evaluation

The teachers involved in the course exhibited a high interest level and, through active participation in the class, were able to develop substantial skills in development of curriculum for middle school students. These teachers were a source of leadership and expertise for the entire faculty.

Objective 5

80% of the teachers will write one or more multi-media modules which will be placed in a central location and made available to all teachers in the building and to students in appropriate classes.

Activities

About sixty percent of the teachers wrote modules in their particular subject and interest areas. The modules were designed and developed to meet specific needs of B. C. Elmore students. Approximately thirty percent of the teachers produced three or more modules during the school year with several teachers developing as many as 10 to 15 modules.

One of the Elmore teachers led a workshop session in Galveston, Texas, where she spoke to a number of superintendents about development of modules. Several of the modules she and her students had created were described to the workshop participants.

Evaluation

The curriculum coordinator appraised the number and quality of modules produced and found the general quality to be good. The total number produced for the year was around 100 modules, and the length of these modules ranged from 3 to 100 pages.

Objective 6

Teachers will expand the effective use of positive reinforcement techniques in day-to-day classroom contacts with students.

Activities

Teachers expanded the effective use of positive reinforcement techniques in their day-to-day classroom contacts with students. Through in-service activities, teachers' knowledge of positive reinforcement techniques was strengthened. Emphasis was placed on reality therapy,

transactional analysis, and value clarification in the in-service programs. Several of the in-service sessions involved small group discussions in which the teachers analyzed problems existing in the classroom and developed means of solving these problems.

Evaluation

The curriculum consultant made regular visits to the classrooms to observe the use of the appropriate techniques and a general improvement in attitudes was evidenced during the school year.

Objective 7

Teachers will continue to increase the use of individualized instruction through the utilization of teacher-made modules, team teaching, simulations, and student-participatory activities.

Activities

Teachers made efforts to continue to increase the use of individualized instruction through the utilization of teacher-made modules, team teaching, simulations and student-participatory activities. The students were placed in academic classes according to ability level rather than grade level. Accordingly, students were able to move from one group to another as soon as certain levels of achievement were attained.

All of the mathematics teachers visited the Contemporary Learning Center of the Houston Independent School District to study the individualized mathematics program in operation there. The exposure to some new techniques led to changes and improvements in the mathematics curriculum at Elmore.

Also, a group of teachers attended a mathematics and science program in LaPort, Texas, which provided some additional ideas for revising the curriculum.

Evaluation

There was some increase in the use of individualized instruction. The use of team teaching was one of the more effective methods throughout the school. Within the math, language arts, and reading departments, much success was realized from using team teaching techniques and individualized instruction.

Objective 8

80% of the total student body will participate in an out-of-district field trip.

Activities

Each student in the student body participated in at least one field trip. Each cluster organized in all-day field trip which included all members of the cluster.

Cluster III had a field trip that included all students and teachers in the cluster along with 15 parents. Cluster I, II, and IV participated in a joint field trip that included 71 parents. In both cases, the trip and meals were planned by the students, teachers, and parents.

Several of the academic departments took an active role in the Bi-Centennial Fair that was held in May at the Astrohall. The band students performed while the social studies department presented a slide-tape presentation and displayed a replica of an original American flag that they created. An award-winning science display was exhibited and student projects from the language arts department were displayed.

Various extracurricular groups made trips within the Houston vacinity. The Office Aide group visited the telephone company, while the Health Club visited a local hospital and a museum. The Science Club toured the space center, the Math Club saw the San Jacinto Monument, and the

Decca Club visited the Texas Southern University campus. Also, the Student Council attended the district-wide Student Council meeting.

Evaluation

The organized field trips were valuable in that they provided a variety of new learning experiences. The students were able to increase to some extent their realm of social and cultural knowledge in addition to being able to put into effect some of the results of the psychological and sociological training resulting from the intensive affective education program. However, future years should see emphasis upon improved educational benefits of field trips and selection to ensure such benefits.

Objective 9

To plan and conduct a pre-school in-service program which will enable teachers to begin implementing the above curriculum on the first day of school.

Activities

A pre-school in-service program was held so that teachers would be able to implement the curriculum on the first day of classes. The use of modules, individualization, and various techniques of instruction were discussed in detail.

Included in the first day of in-service was a complete explanation of Project ORDER, its structure and the part E.S.A.A. plays in the program's operation. Conducting the beginning sessions were Mrs. Josette Smith, E.S.A.A. Director, Dr. Stanley Sanders, coordinating consultant, Mr. Robert Jones, Principal, and Mr. George Vaults, Director of Middle Schools. An afternoon session on affective education was led by Dr. L. Roberts of Texas Southern University.

The second day of in-service involved curriculum planning sessions and departmental meetings. The third day workshop covered use of personnel services, classroom management and discipline.

Evaluation

The pre-school in-service program was an essential part of realizing complete success for the year. New teachers, unfamiliar with the program, benefitted greatly from the detailed explanation of the project and its goals, as did former teachers who appreciated a refresher session.

By viewing the curriculum from the previous year and revisions for the current year, teachers were able to develop a complete understanding of the program's curriculum so that meaningful classroom instruction would be realized on the first day of school.

Facilities Subsystem

Objective 1

To utilize the existing building in such a way as to facilitate the cluster concept and arrangement.

Activities

An effective arrangement and use of the building was developed in the previous year of the project, and the arrangement of clusters remained the same for the 1975-76 school year. Minor changes occurred in teacher placement within the clusters, but the general design and layout of the clusters remained unchanged.

Evaluation

Though the building is twenty years old, the use of the cluster concept has made possible an efficient and effective use of the facilities. The major renovations made in the intital year of the project were sufficient for continued program success in the second year.

Objective 2

To make minor improvements in the building which are necessary to carry out the proposed instructional program and those which are essential to provide a stimulating and motivating educational environment.

Activities

The improvements and minor renovations necessary for providing a good educational environment included: (1) There was minor rewiring in the Settegast Building so that equipment usage could be increased for more effective teaching; (2) Two heating/air conditioning units were placed in the interns' and counselors' offices; (3) The cafeteria and gymnasium were painted; (4) All classrooms in Cluster IV were painted; (5) Bookshelves were added to the art room; (6) Additional lighting was added in the

hallways; and (7) Outside walkway covering was replaced.

Evaluation

The additional repairs and improvements complemented renovations carried out in the previous year. All changes were positive additions that helped to create a stimulating and motivating educational environment and also provided teachers with equipment that aided effective instruction.

Parent, Community, Public Relations Subsystem

Objective 1

To increase parent involvement and contribution to school programs and activities, and to accomplish the goal of having at least one parent of a majority of the students attend some function at the school during the academic year.

Activities

Special attention was given to the planning of programs which would interest parents, in an effort to increase parent involvement and contribution to school programs and activities. Parents were invited to attend all assembly programs during the school year. Special emphasis was placed on having parents attend all assemblies and significant crowds were present at the Christmas program, the Law Day assembly, the Awards' Day program, and the Band and Choral program. Each cluster issued special invitations to cluster parents for its own cluster assembly. Parents actually participated in some of the assemblies, but for the most part, their participation involved observation of student-organized programs. There were at least twenty parents at every assembly and some of the programs drew as many as 100 to 120 parents.

During Public School Week, March 1-5, parents were involved in school visitation, particularly on March 3, when an open house was held. Also, parents were invited to observe the reading program on a monthly basis, at which time parents became involved in games and reading exercises along with the students.

Through the assistance of the resource counselor, parents organized a banquet for the Gent's Club during the Spring semester, and they also prepared breakfast for teachers on teacher appreciation day.

It is hoped that next year parents can become even more involved in the school activities through a parent-volunteer program.

Evaluation

The participation of parents in school activities showed a distinct increase, and a greater display of enthusiasm on the part of the parents was evident. Since an accurate count of parents in attendance at school functions was not possible, it is difficult to say exactly what the increase of participation was, but it definitely showed an increase.

It is planned that next year a more accurate appraisal of parent involvement will be possible through use of a register and record keeping method at all school functions.

Objective 2

To increase participation by adults from the metropolitan area in school programs, and to actively involve at least 36 such persons as resource people in school programs during the academic year.

Activities

Activities involving community leaders were continued this year, particularly under the leadership of the home-school-community counselor.

Many of the student assembly programs featured local personalities. Ron Stone, a local newsman, was the honored guest and speaker at one of the cluster assemblies, and Dr. N. J. Simon, an evangelist and former ambassador to the United Nations, was the featured speaker at another assembly. Participating in the Law Day program were an area radio personality and a local model.

Included in the list of visitors for the year were two Elmore graduates - one, a lawyer, spoke at the cluster assembly of Cluster IV, and the other, an oil company employee, spent an entire day speaking

informally to the Elmore students. A former counselor, who had been associated with the school and district for twenty years, returned to be guest of honor at one of the end-of-the-year assemblies. Mrs. Elmore, the widow of the man for whom B. C. Elmore was named, was also an honored guest at one of this year's assemblies. Other assembly speakers included a judge, a doctor, a policeman, and other professionals and business people from throughout the community.

The number of speakers anticipated for the year, for school assemblies that involved the entire student body, was not realized. However, when considering the number of speakers and visitors present at special subject and extracurricular activities, the number of visitors far exceeded the projected number of 36 speakers for the year. Every subject area and club involved resource people throughout the year. The occupational investigation class made efforts to have two resource people visit each month and one out-of-class field trip per month.

Evaluation

The extensive use of resource persons from the community contributed to a more complete and well-rounded curriculum. The students were able to talk with and question persons involved in various professional endeavors, and the general exposure to a number of responsible adults interested in education and the welfare of these children was very valuable. Incorporation of resource people into daily instructional programs may well hold more advantage than would the scheduling of speakers for numerous special, all-school assembly programs. Revision of the objective seems justifiable and desirable.

Objective 3

To greatly increase dissemination of information about Project ORDER among members of the lay community and among professional educators of the area, state, and nation. To advocate and explicate the basic principles of the project through publications, demonstrations, and visitations and to encourage the replication of important features of the project by other middle schools and junior high schools.

Activities

A deliberate effort was made to disseminate information about Project ORDER to members of the community and professional educators of the area, state, and nation.

A brochure describing the project was developed and distributed to at least 750 interested persons during the year. (See appendix.)

A slide-tape presentation was completed at the first of the year and was viewed by at least 25 audiences throughout the local area, state and nation. A team of administrators, teachers, and consultants narrated the pictoral presentation of the project at the following meetings:

(1) The state convention of the Texas Association of School Board Members and School Administrators in San Antonio, Texas;

(2) The state conference for assistant principals, registrars, and counselors, sponsored by the Texas Association of Secondary School Principals in Austin, Texas;

(3) The national convention of the Association for Supervision and Curriculum Development in Miami, Florida;

(4) The national convention of the National Association of Elementary School Principals in Atlantic City, New Jersy; and

(5) The secondary principals' summer workshop sponsored by the Texas Association of Secondary School Principals and the Texas Education

Agency at Austin, Texas.

In addition to these state and national meetings, the live presentation was given in Corpus Christi for the administrators of the Corpus Christi Independent School District.

In February of 1977, Crosby Middle School personnel will be coming to spend the day to see Project ORDER in operation for an entire school day.

Plans are being made to attend the NASSP national convention where the Project ORDER presentation will be one of the featured workshops. Several principals plan to visit Elmore in an attempt to better understand the program and the scheduling techniques that are necessary to realize success.

It is hoped that invitations will also be forthcoming for repeat presentations at national meetings of the NAESP and ASCD in 1976-77.

Locally the slide-tape presentation was viewed by several graduate classes in the College of Education at the University of Houston. It was presented to the North Forest Independent School District administrators and school board members and the Elmore faculty in the fall of 1975, and was also viewed by a group of interested parents and community members at an open house held at the school.

A team of administrators from Corpus Christi visited Elmore during the school year to see the program in operation. Similar visits have been discussed with other administrators and with college professors, and additional visits of this type are anticipated for the coming school year.

Four articles describing the project have been written and submitted to various professional journals. One has been accepted by Phi Delta Kappan to be printed in one of their issues during the coming

school year.

Evaluation

Much success has been realized this year in the area of dissemination. The numerous presentations given throughout the state and nation made many educators aware of the program and its value. The various requests following each presentation for additional and more complete information on the project were strong indicators that the program was attractive to and could fit the needs of many schools around the country.

All presentations were well attended and well received, and it is hoped that a revised slide presentation can be used at additional workshops and conventions during the 1976-77 school year.

Visitations on the part of school administrators have not been as extensive as hoped, but greater efforts will be made next year to encourage a high degree of visitation on the part of school personnel throughout the state.

Extra Curricular Subsystem

Objective 1

To significantly increase the active participation of the total student body in extra-curricular activities.

Activities

The twenty-four active clubs from the first year of the project continued to have active participation, and one additional club was added. The Dynamite Club was created for students who wanted to encourage keeping the school and grounds clean. During the school year, they sponsored a Poster Contest on keeping the school clean, and a special assembly was held so that awards for winning posters could be presented.

The extracurricular program received greater emphasis and developed more appeal through the use of a student newsletter, assembly programs, announcements, and class/visitation. The student newsletter, published once a month through the resource counselor's office, was distributed to the students who were encouraged to read it and take it home for the parents' information. Assembly programs were held throughout the school year, and the band and glee club were afforded the opportunity to perform at least one number at each assembly. Several of the programs were sponsored by and/or featured student organizations, such as the Honor Society, the Student Council, and the Dance and Drama Club.

Additional student participation was promoted through counseling, awards, hobby fairs, art exhibits, musical programs, and dramatic presentations.

Hobby fairs, art exhibits, and musical programs were held on campus during the school year. Students entered art work not only in campus and district exhibits, but also in city-wide and state-wide contests. Both

the band and choral groups participated in University Interscholastic League competition and performed within the community on several occasions. The Dance and Drama Club presented programs at several neighboring elementary schools.

Community resources were utilized to enhance relevance, interest, and effectiveness of these activities. Mr. Hopkins, community resource counselor, brought in resource people to speak to various classes and groups. Mrs. Thompson, occupational investigation teacher, invited persons involved in various careers to speak to her class to make them better aware of opportunities in the job market.

During the month of May an Award's Day program was held to recognize those who had outstanding attendance or academic achievements. Athletic awards and intramural trophies were also presented at this time. A large majority of the student body was recognized in an effort to involve everyone in end-of-year ceremonies.

Evaluation

The fact that more students became involved in extracurricular activities firmly indicates that the campaign to make students aware of outside activities was successful. The exact percentage of increase of participation was not assessed since it proved to be extremely difficult to determine the change in degree of involvement on the part of every individual student. However, seven new clubs were formed the first year and one was formed the second year and the participation in all 25 clubs was not only greater than the previous year but also more enthusiastic.

The utilization of the specialized facilities on the school campus encouraged student involvement in special interest fields and provided more frequent opportunities to participate. Many students were able to

realize and develop new interests and talents.

The main objectives in providing more activities were (1) to enhance individual growth in self-worth, (2) to develop a sense of respect in working with others, (3) to encourage a sense of responsibility and a feeling of involvement in activities that were of interest to the individual student.

The increased sense of school pride, resulting from greater participation in school activities, was evidenced in the results of the Student Sentiment Scale. Most students indicated a strong approval of the school curriculum, teachers, and activities.

In addition to developing a sense of self-worth and a sense of respect in working with others through outside activities, many students were able to transfer this newly learned behavior and motivation to the classroom situation.

Objective 2

To reduce to less than ten percent, the proportion of students who are participating in no extra-curricular activities.

Activities

Efforts have been made to involve nonparticipating students in club and group activities. Intramural homeroom and cluster activities have been especially appropriate for these students.

Evaluation

Though exact figures are not available, a large proportion of the students participated in extra-curricular activities, particularly in the intramural programs. Since the intramural program was designed for homeroom participation, many students became involved due to the strong identity within the homeroom organization.

Objective 3

To revise and adapt the nature of the extra-curricular program so as to meet changing needs of students.

Activities

A school-wide intramural program, continued from the previous year, was designed for morning participation since large numbers of students were on campus 30 to 40 minutes before school began, and a need for planned activities was evident. The intramural activities were initiated two weeks after school began and continued until one week before the termination of the school year.

Included in the activities were co-educational volleyball, softball, and table tennis, and girls' and boys' basketball and track. Classroom teachers, who acted as coaches, were required to be present for the teams to enter into competition, so students highly encouraged faculty participation, and a strong feeling of team spirit developed. Wide participation in intramural activities, along with the already existing interest and pride associated with interscholastic varsity sports, helped to develop an even greater enthusiasm for individual involvement and team competition. The intramural program provided an opportunity for participation on the part of all students, and school-wide enthusiasm was evident.

Evaluation

This program has been maintained and gradually strengthened. Such involvement does not lend itself to exact evaluation.

Student Body Organization Subsystem

Objective 1

Continue and intensify the organization of the study body into three clusters, of approximately 300 students each, plus a fourth cluster for special subjects and programs. The purpose is to provide most of the student's day and program within a team or cluster which removes any feeling of anonymity and provides a feeling of personalness and identity.

At the same time, retain and intensify the total school relationships so as to foster, and even increase the sense of pride in, and identity with B. C. Elmore Middle School.

Activities

The student body of B. C. Elmore Middle School has been organized into four clusters. A cluster is defined as a group consisting of 100 to 300 students plus the number of teachers and teacher aides necessary for satisfactory instruction and learning. The teachers and aides are divided into faculty teams, each team being responsible for the education of their respective groups of students.

Each cluster consists of a team leader, who acts much like a department head, the various teachers, and teacher's aides. The team leader is responsible for the operation and function of the cluster, and she aids in solving discipline problems and other problems that occur in her group. The teachers within a cluster work as members of a team, according to their own competencies and the needs of the students. Thus, teachers within a cluster may combine their Skills, and the resource teachers provide excellent assistance in achieving results. Resource persons not only go into the classrooms and lead the classes on occasion, but they also take students to the reading lab and assist in individual

instruction.

Included in Cluster Four are the elective courses or specialized subject - music, physical education, shop, home economics, advanced science laboratory courses - and the students must travel from their home cluster to Cluster Four to take advantage of these courses. Though students spend most of their time within their respective clusters or subunits, the organizational plans include provisions for relations and identification with total school personnel.

The administrators worked to reduce the number of cases where teachers were required to move from one cluster to another.

The clusters are organized so that most of the students remain in their cluster the entire day for all of their academic courses. This plan helps eliminate the confusion in the halls and between buildings that usually results when class changes are made.

Organizational groupings are based upon the special needs of individual students, but homogeneous or ability grouping methods are not used. Student grouping is aimed at assigning each student in such a way that the basic goals of the program are most apt to be achieved by him. Within each cluster all grades are represented, and students are scheduled to classes based on their needs and capabilities. Grouping or assignments are flexible so that adjustments may be made when teachers and/or counselors see the need for changes.

Clusters One, Two, and Three are responsible for the major academic classes, while Cluster Four is responsible for electives or specialized courses. Covered in Clusters One through Three are the basics - language arts, math, history. In the language arts classes there is a low teacher-pupil ratio due to the utilization of resource teachers provided through

state and federal funds. The teachers and aides sponsored by the ESAA Basic, Special Education, and Title I programs serve in all four clusters and have been well integrated into the program of study.

Evaluation

The implementation of the cluster concept was a major contributing factor in the overall improvement of Elmore Middle School. Dividing students into smaller groups of 100 to 300 persons produced an atmosphere of meaningfulness and belonging for the students in the various clusters. The cluster organization encouraged improved student behavior because problems were handled within the cluster where a more personal relationship was possible. Also, students remained within the cluster for the greater part of the day which eliminated tardiness and excessive noise that generally results in normal class changes.

Cluster organization provided teachers with an opportunity to develop better programs since cluster planning encouraged sharing of ideas and responsibilities.

In general the creation of the cluster organization had far reaching effects within all areas of the school, and the overall results were very favorable. A strong feeling of pride for B. C. Elmore was evident on the part of students and faculty alike.

Objective 2

Continue and intensify efforts aimed at achieving adjustment and responsible behavior of students with special behavior problems through the operation of the Crisis Intervention Center (CIC) within Cluster Four. It may be unrealistic to expect the school to solve all provlems of all children, but it seems constructively idealistic to make every effort and to intensify efforts to improve every possible case.

Activities

Cluster Four houses the Crisis Intervention Center (CIC), which is the most unusual classroom situation found anywhere on campus. CIC is intended for students who have special, emotional or behavioral problems which make it impossible for the student to function in a normal classroom situation. When a student causes numerous problems over a period of time, the assistant principal presents the student to an Admission and Dismissal committee, listing what the student has done, the number of times he has committed an offense, and how many different teacher offenses have been committed. (Fights place students in CIC without the consideration of the committee because this is breaking a basic school rule of the school district.)

A student sent to CIC is not punished, but is instead shown how to deal with his behavior in a positive and constructive way. Ideally, the student will learn to become more responsible for his behavior. A student placed in CIC enters in the morning and remains in this classroom without change except for a separate lunch break and separate restroom breaks when other students are in their regular classes. When the school day ends, he is free to leave, but will return daily until he has improved his conduct and attitudes. A student placed in CIC is totally isolated from his peers for the duration of his stay in CIC. He receives his assignments while in the center, so he is kept abreast of his classroom responsibilities and has no reason to fall behind in his work.

When the student feels that he can correct his behavior in regular classes, he writes a plan stating his intentions of how he plans to follow the rules and regulations of the school so that he can return to his daily classes. If he has improved in his behavior in the CIC class

and seems willing to adhere to the school rules, he is given a try-out by going back to regular classes and working under the observation of the teacher in charge. If the teacher of each class thinks there is improvement shown by this student, he will state this in writing so that the student may have a chance to return to his regular class activities. The teacher's comments and each student plan are placed on file.

When the committee meets, a progress report on students is given, indicating improvement in each student's behavior. Upon hearing this report, the committee will vote on each name submitted as to whether these persons will be permitted to return to their regular classes. If the committee votes are positive, the students are given a two-week probation period. The student reports to CIC during the homeroom period to report problems or relate the progress he is making in regular classes. If he is having problems, this is discussed with the CIC teacher so as to alleviate the e isting problems. However, if the student gets into trouble on his own during this probationary period, he is returned to CIC class without any further consideration, and he must remain until he can display greater control over his behavior.

While on this probationary plan, each student must report his presence in school with the CIC teacher for the purpose of keeping a record on each student's progress. When this time has passed and the student is still showing improvment, the student is then on his own with his peers again.

Usually a student's first visit to CIC is of short duration, but each successive visit becomes more lengthy. Consequently, most students learn after several stays in CIC that positive behavior and self-control in the classroom are far superior to days of isolation in CIC.

CIC attempts to teach students to respect themselves, to consider the rights of others, and to work together in groups with other people as they will have to do in regular daily classes in any school setting.

Another special program included in the course offerings at B. C. Elmore is the Coordinated Vocational Academic Education prog_am (CVAE). In this class students are taught basic academic and vocation skills. Not only are manual shop skills included, but also job attitudes and etiquette are emphasized. The students involved in this program assist the janitorial staff in the routine jobs of building and yard maintenance. They sometimes are included in special projects, such as painting or building items needed on campus. Besides developing certain skills, the students involved in the program are able to take on a sense of pride in their work and in their school.

Evaluation

The development of the Crisis Intervention Center provided an opportunity for students with behavior problems to deal with their problems on an individual basis. It also meant that alternatives other than suspension or expulsion were available, and the one-to-one instruction in the CIC classroom contributed to the student's developing better personal habits and understandings.

The CVAE class and other specialized courses found within the clusters gave students additional opportunities to develop or improve their knowledge. The multi-level reading labs, equipped with modern machines and additional personnel provided a chance for all students to develop better reading skills which eventually could lead to greater cognitive gains.

Faculty and Staff Subsystem

Objective 1

To continue and intensify total faculty and staff involvement in the curricular, extracurricular, and support subsystems of the project and to promote maximum input of ideas from the faculty and staff during the in-service periods, in regularly scheduled planning sessions, and through faculty representatives on advisory councils and committees.

Activities

Regular in-service meetings of the faculty and staff were held in an effort to redesign the curriculum, establishing extracurricular activities, augmenting the guidance program, and extablishing the cluster framework within the school. Teachers and staff members took an active part in the workshops.

The Program improvement Committee consisted of the team leaders, one assigned teacher from each cluster, one student from each cluster and the administrative staff. This committee was formed to help design in-service sessions and to develop materials and strategies for use in the overall program.

The Student Advisory Committee, consisting of 24 students who represented all four clusters, was developed to give students a greater voice in decisions concerning the school. A boy and a girl from each grade in each cluster were appointed to this committee in an effort to give complete representation to all grade levels in all clusters.

The third student-faculty-administration committee created was the Admissions and Dismissal Committee which worked with students who were suggested for CIC. They reviewed student cases upon students' entering and leaving CIC.

Evaluation

Greater development was also afforded through inservice sessions. Specific evaluation of each in-service session by faculty participants showed a consistently high rating of value and interest.

The Program Improvement Committee and Admissions and Dismissal Committee improved and increased faculty-student-administration interaction regarding curricular and extracurricular needs. Also, the counselors aided in greater interaction by working with students exclusively to develop greater understanding among students and school personnel.

Objective 2

To continue and increase emphasis upon the organization of faculty into interdisciplinary clusters, with expanded opportunities for faculty planning, decision-making authority, and responsibility centered in the cluster teams.

Activities

Provisions for four team leaders, four teacher aides, and two administrative interns gave the personnel necessary for continued development of the cluster concept. Each team leader headed her respective cluster, assuming half-time administrative duties and half-time teaching duties. The cluster leader arranged the aide's schedule so that she spent at least 2 class periods per week with each teacher in the cluster. Thus, the benefits of having a teacher aide were felt by all. By handling much of the paper work and routine duties that a teacher normally must cope with, the aides allowed all teachers to deal more effectively with curriculum goals.

The addition of two counselors to the staff, each one serving two of the four clusters has provided more opportunity for individual guidance

with students within the cluster. Program planning, record keeping, and any other administrative duties were delegated to the administrative counselor, thus allowing the two additional counselors the time necessary for extending complete attention to student needs. The counselors worked closely with students placed in CIC in an effort to define their problems and to develop a feasible plan of action that would facilitate successful interaction within a normal classroom situation.

The addition of two administrative interns, acting as half-time assistant principals, helped in the area of handling discipline problems. A positive approach was taken by the interns, and an effort was made to work with the teachers in dealing with their problems within the classroom. Through the understanding of the many psychological and sociological approaches introducted to the faculty, the interns could guide the teachers in facing and alleviating the problem in the classroom situation.

All the additional faculty and staff positions were established to more effectively implement the curricular and extracurricular programs and maximize interaction with individual students. Also involved in the effort were the persons provided through Title I and ESAA Basic. This additional personnel worked closely with team leaders, cluster teachers, and aides to benefit the students in every way possible.

Evaluation

Faculty involvement in planning and decision making steadily increased through utilization of cluster teams for planning and decision making in both curricular and extracurricular activities.

Team organization was successful with more autonomy delegated and more effective planning. Increased influence through intra-cluster decisions was greater than anticipated. There was extensive participation

on the part of faculty and staff rather than representative participation, thus leading to an effective reorganization of faculty and staff.

Administration Subsystem

Objective 1

To administer the school and the several clusters and the programs in such a way as to facilitate and coordinate the basic goals of the program and the objectives of the respective subsystems.

Activities

The administrative structure based upon the requirements of the curriculum, student body, faculty, and other subsystems was continued. The principal and assistant principal were aided by the two administrative interns who took on many responsibilities, especially in the area of student behavior. Assisting in the administrative functions were the four team leaders who dealt with many of the cluster problems and only forwarded the situations that needed the attention of the administrators. It was soon discovered that many problems could be resolved within the classroom or cluster, thus alleviating the need for head administrators' dealing with minor distrubances.

Evaluation

Throughout the year the school administration was effectively carried out in that the central administration provided leadership of the total school, worked with and coordinated work of the respective clusters, and delegated and shared responsibility so that administrative leadership was available within each of the respective subunits.

Objective 2

To administer in such a way that students, faculty, and parents perceive the administration as being positive and constructive and as contributing to a desirable learning and behaving environment.

Activities

Administrative activities and functions (meetings, conferences, communications, decision-making procedures, etc.) were planned and implemented so that students, teachers, and others would view the administration as being open and responsive to their needs and the needs of the school. The principals open-door policy encouraged faculty, staff, and students to approach him at any time with suggestions for school improvement and development. There was a definite effort on the part of the administration to encourage input from all segments of the school population.

Evaluation

Development of positive and constructive leadership was achieved through wider participation of teachers and students and through greater involvement in needs identification and decision making.

Specific questionnaires completed by parents showed that administration was perceived as being competent and supportive and contributing to a desirable learning-behaving environment. (See Table 5.)

Objective 3

To operate an administrative structure which is based upon the new cluster organization of the school. This will demand that the administration continue and intensify efforts to utilize project personnel to relieve the central administrators of some duties, so that they may concentrate on human relations and educational leadership. It means delegation of authority and responsibility to other personnel as administrative interns, team leaders, counselors, and teaching teams.

Activities

A type of leadership was planned and provided within the subunits in order to allow the team leaders to be actively involved with students

Table 5 Responses of Parents' Quality Ratings for B. C. Elmore Middle School (Fall, 1975 - N=150; Spring, 1976 - N=322)

Questions Asked: How would you rate Elmore School, and how do you think it compares to other schools in the Houston vicinity in the following areas?

	SUPERIOR OR ABOVE AVERAGE		AVERAGE		BELOW AVERAGE OR INFERIOR	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
1. School building: Adequacy of school plant	15%	15%	56%	61%	29%	24%
2. Faculty: Intelligency and ability of teachers	36%	27%	56%	62%	8%	11%
3. Administration: Leadership and ability of principal and assistant principal	33%	34%	59%	55%	8%	11%
4. Discipline: Control of children's behavior	28%	30%	55%	50%	17%	20%
5. Curriculum: Content and methods in classes	29%	20%	58%	69%	13%	11%
6. Interest in welfare of children: Fair treatment and consideration for children	31%	28%	51%	48%	18%	24%
7. Teaching equipment and materials: Quantity and quality of equipment and materials	27%	17%	57%	55%	16%	28%

as a member of the faculty team and still to have time for leadership activities which facilitated the program. The team leader was responsible for guiding cluster planning, aiding teachers in dealing with inner-cluster behavior and organizational problems, and working with the principal in administrative details and planning.

Evaluation

The organization plan was complete and was implemented at the beginning of the school year. The position descriptions were written and followed, but role expectations gradually evolved resulting in more and more effective use of the principal, assistant principal, administrative interns, team leaders, and consultants. Evolving administration organization and activities did facilitate achievement of program objectives.

Organization of the Class Schedule Subsystem

Objective 1

To plan and document a schedule for each of the three quarters of school year which will: (1) Reorganize the school day and school year to the extent necessary to carry out the activities and objectives of the other subsystems listed above.

Activities

The new system of scheduling, necessary in order to coordinate activities in the home clusters and the service cluster, was continued this year. Clusters I, II, and III housed students for the greater part of the day and in each cluster, all levels of core courses were offered. In some cases placement of students into a particular cluster was determined by the types of electives they were involved in. In all scheduling, revision and adaptation were necessary in order to meet the students' needs.

However, the great majority of students remained in the same cluster all year except when an unresolvable personality conflict existed or a health problem demanded a cluster change.

A satisfactory schedule was possible this year because of the great degree of change and flexibility that was allowed in scheduling in the previous year.

Evaluation

With two years' experience and development, it was possible to develop a schedule which reorganized the school day and school year to the extent necessary to carry out the activities and achieve the objectives listed in the other subsystems.

Objective 2

Organize the program schedule so as to maintain and support the cluster concept, with movement of students and faculty members outside the clusters held to a minimum.

Activities

The faculty and staff reorganization hinged on the desire to offer all fundamental courses in the home cluster. Thus, instead of organizing teachers into departmental grouping, the various subject teachers were divided among the three home clusters. Though departmental grouping of teachers was not possible, the use of team planning and team teaching was highly encouraged, so that annual goals and achievements would be similar in each subject area. The cluster concept provided an opportunity for development of affective lessons and direct teaching.

The cluster concept has made it possible to incorporate a great deal of flexibility into the scheduling process without sacrificing efficiency or orderliness. The resulting school environment reflected an orderly movement within the clusters and throughout the school.

Evaluation

The attempt to devise a schedule that allowed students to remain in their home clusters was very successful. The degree to which teachers remained in home clusters was not quite as high, but the amount of such "schuffling" was decreased as schedules were improved each quarter.

Objective 3

Organize the program schedule in such a way as to allow for the direct teaching of affective education, the extracurricular activities, and the guidance and human relations activities described above, without detracting from the cognitive objectives of the traditional school subjects.

Activities

The programs, personnel, special activities, and overall general reorganization were all aimed at achievement of this general objective. The interaction of all subsystems allowed for both affective and cognitive gains to be realized through teaching/learning experiences for improved student attitudes and concepts.

Objective 4

Provide and maintain a schedule which facilitates teamwork of faculties in the clusters and which contributes to the atmosphere of orderliness without being repressive or mechanistic

Activities

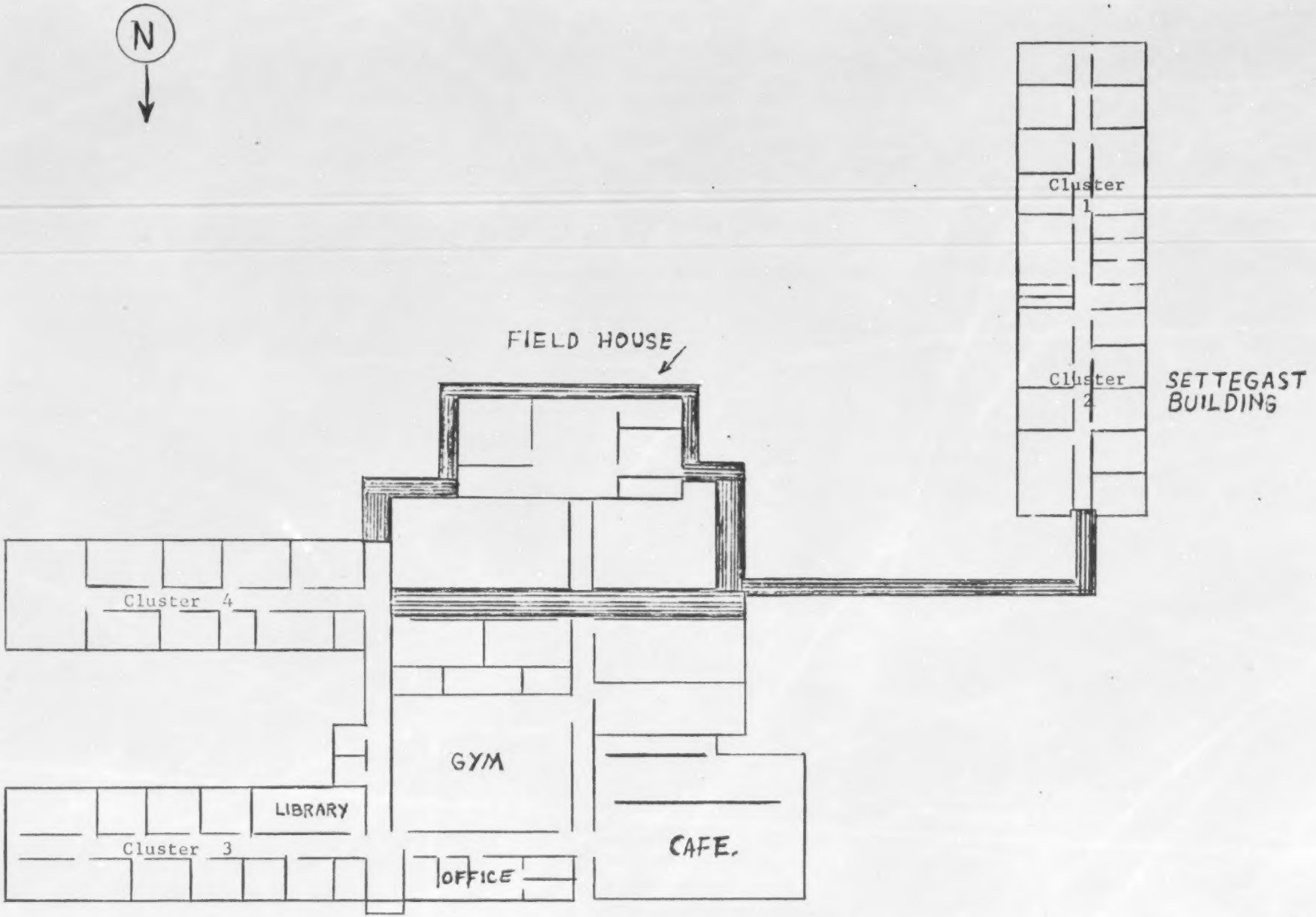
The location and accessibility of team members within the cluster facilitated frequent, ongoing communication and planning by teachers. Because of the small numbers of students within clusters and the teachers' familiarity with student needs, easy readjustment of students' schedules and assignments was possible.

Smaller numbers of students within clusters allowed for closer supervision of students on a more personal basis, and a stronger feeling of group loyalty developed.

Evaluation

The schedule, as finally evolved, did facilitate an environment of efficient orderliness without being repressive or mechanistic. With the new arrangements, when a class ended, the students calmly walked across the hall or down the hall. There was no need for hurry or confusion. The continuing orderly environment carried over the following classes.

APPENDIXES



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ELMORE BUILDING

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ELMORE NEWSLETTER

Volume 1 October, 1975 Number 2

Robert Jones, Principal
Paul Q. Watson, Asst. Principal
R. L. Hopkins, Resource Counselor & Editor

Edited and published by members of the Future Journalist of America: Katrina Powell, Warren Cornish, William Baker, Anthony Bailey, Lonnie Somerville, Pamela Cornett, Geraldine Price, Yolanda Kelly, Kelvin Alexander, Monica Randall.

STUDENT COUNCIL ELECTION

The student council president was elected by ballot. Each homeroom voted for their choice of candidate. It was an interesting lesson on "Voting" procedures conducted by our Resource Counselor, assisted by Ms. Sharon Wykoff, Student Council Sponsor. The votes came in and were counted in the presence of each candidate. The results were: Eva Bell-224; Debra White-187; Bryan Johnson-151; Bryon Livingston-64. Eva Bell will serve as president. The other officers are to be appointed by the council. In the Spring when the students vote for the new president, we will have the service of a Voting machine to teach our students its use and value.

COACHES DAY

The Administration and student body honored the Coaches of Elmore with a dinner for their success with their teams this school year. Enjoying the food were Coaches Upton, Dennis, Nirkirk, Gibson, Hines, Tates, Wykoff, and Hall.

FROM THE COMMUNITY

Ms. Ruth G. Williams, an ardent supporter of Elmore, sent to the school the largest "Thank you card" telling us how nice we are. Students of Ms. Thompson 's class in Occupational Orientation assisted our Resource Counselor in conducting a survey of our community which proved helpful in our recent evaluation.

STUDENT LEADERS

Elehue Livingston is the newly-elected president of the Gents Club and Paul Beatty is the secretary.... FUTURE NURSES: Natalie Flanagan is the president. Other officers are Nicolette Hogan, Kimberly Henderson, Kathy Flanagan, Debra White, Joyce Williams, Lynette Stubblefield. Ms. B. Flanagan and Ms. Boroque, Sponsors.

PARENT OF THE MONTH

Ms. Bessie Flanagan, the Mother of Carl and Kathy Flanagan, is Elmore's Parent of the Month. Ms. Flanagan, a nurse, assisted the University of Houston's Team in eye-screening our student body. She worked side by side with the optometrists. Ms. Flanagan is now a member of the Elmore faculty.

CLUB NEWS

Ms. Hrncir and Mr. Robinson will take the Health Club on a field trip to the Medical Museum on Oct. 17. The Gents will take a ride up the Ship Channel soon. The Math Club has a new name--- MATH CLUB SUPERSTARS...., which means brains, brains. Johnny Dirden is the president. Other officers are Janice Bonton, Evelyn Garrett and Natalie Flanagan. They meet on Tuesdays. Other officers of the Council were named at press time. They are Debra White, Vice-president; Bryan Johnson, Secretary,

TIGERETTS

There they go in natty uniforms of maroon and white..with a close-fitted vest--pom-poms and they are rooting the teams to victory...Ms. Rosa Byrd, our newly-elected counselor, Ms. Gladys Alexander and Ms Pauline Richardson, are the sponsors of the club activity.

IN THE ALAMO CITY

Our principal, Mr. Robert Jones accompanied by Ms. Hough, Boutte, Tubbs, and Washington appeared on a panel while attending a meeting of the minds in San Antonio. The meeting told, expressively, about our Pilot (ESAA) Program currently being used at Elmore School.

DON'T GO TRICK-A-TREATING

Officials of our City are warning children to stay off the streets during Halloween trick-or-treating. Better still give your own party in your home....It is dangerous to get out on Halloween and all people do not like children. Do not accept candies,fruit and other nicities..Do not let this be your last Halloween...That is- don't be a casualty.. Stay alive in '75.

COMMUNITY INVOLVEMENT

Ms. Joyce Punch, the Mother of Carla, Belva, and Shanda Punch werved a full course barbecue chicken dinner to the members of Elmore's Volleyball team..... o wonder Elmore loves its patrons and parents... All three of the Punch daughters play an important role in the student body at Elmore Middle School.

CLUB NEWS continued

and Byron Livingston, Assistant. They meet on Mondays. The Reading Club officers are: Yvette Jones, President, along with Yolanda Clairborne, Yoshella Parker, Janet Mock, Stanley Lewis. Meeting days have been set for Thursdays.

COMING EVENTS

The Dance Ensemble will present a Dance Concert in January. The Drama Dept. will take on a "High Class" Fashion extravaganza in March. Hold on to your seats for '76....It's the Bi-Centennial year for happenings.

WHY THE BI-CENTENNIAL????

200 years ago, men fought for freedoms we so dearly cherish today. And the freedom of worship God according to the dictates of every man's conscience is still fought for and defended as well as Freedom of Press. Every American is proud of the fact that men of every race, color, creed, gave of their lives contributions to fulfill the American right to freedom...July 4, 1776-1976..Long may the Star-Spangled Banner wave'...In November, we will have a chance to give Thanks for our country. In 1621, after a bountiful harvest, the first Thanksgiving was celebrated by the colonists and their friends, the Indians...November also brings American Education Week.

Note: Printed by Ms. Brown's CVAE-Office Duplication classes.

B.C. ELMORE MIDDLE SCHOOL

Questionnaire for Parents

I. Please fill in the blanks for each child you have presently attending Elmore Middle School.

Grade (6,7,or 8)	Boy	or	Girl
_____	_____		_____

II. From what you know of B.C. Elmore Middle School and based upon what your children tell you, how would you rate Elmore School and how do you think it compares to the other schools of the Houston area?

Answer by placing an "X" in the appropriate spaces.

	Superior	Above Average	Average	Below Average	Inferior
1. School building: Adequacy of school plant					
2. Faculty: Intelligence and ability of teachers					
3. Administration: Leadership and ability of principal and assistant principal					
4. Discipline: Control of children's behavior					
5. Curriculum: Content and methods in classes					
6. Interest in welfare of children: Fair treatment and consideration for children					
7. Teaching equipment and materials: Quantity and quality of equipment and materials					

OCDQ FORM IV
Choose ONE of these CATEGORIES to tell how you think each statement applies to your school. Write its number in the space to the LEFT of the statement number:

1. RARELY OCCURS
2. SOMETIMES OCCURS
3. OFTEN OCCURS
4. VERY FREQUENTLY OCCURS

_____ 1. Teachers' closest friends are other faculty members at this school.

_____ 2. The mannerisms of teachers at this school are annoying.

_____ 3. Teachers spend time after school with students who have individual problems.

_____ 4. Instructions for the operation of teaching aids are available.

_____ 5. Teachers invite other faculty members to visit them at home.

_____ 6. There is a minority group of teachers who always oppose the majority.

_____ 7. Extra books are available for classroom use.

_____ 8. Sufficient time is given to preparing administrative reports.

_____ 9. Teachers exert group pressure on nonconforming faculty members.

_____ 10. Teachers know the family background of other faculty members.

_____ 11. In faculty meetings, there is the feeling of "let's get things done."

_____ 12. Administrative paper work is burdensome at this school.

_____ 13. Teachers talk about their personal life to other faculty members.

_____ 14. Teachers seek special favors from the principal.

_____ 15. School supplies are readily available for use in classwork.

_____ 16. Student progress reports require too much work.

_____ 17. Teachers have fun socializing together during school time.

_____ 18. Most of the teachers here accept the faults of their colleagues.

_____ 19. Teachers interrupt other faculty members who are talking in staff meetings.

_____ 20. Teachers have too many committee requirements.

_____ 21. There is considerable laughter when teachers gather informally.

_____ 22. Teachers ask nonsensical questions in faculty meetings.

_____ 23. Custodial service is available when needed.

Choose ONE of these CATEGORIES to tell how you think each statement applies to your school. Write its number in the space to the LEFT of the statement number:

1. RARELY OCCURS
2. SOMETIMES OCCURS
3. OFTEN OCCURS
4. VERY FREQUENTLY OCCURS

_____ 24. Routine duties interfere with the job of teaching.

_____ 25. Teachers prepare administrative reports by themselves.

_____ 26. Teachers ramble when they talk in faculty meetings.

_____ 27. Teachers at this school show much school spirit.

_____ 28. The principal goes out of his way to help teachers.

_____ 29. The principal helps teachers solve personal problems.

_____ 30. Teachers at this school stay by themselves.

_____ 31. The teachers accomplish their work with great vim, vigor, and pleasure.

_____ 32. The principal sets an example by working hard himself.

_____ 33. The principal does personal favors for teachers.

_____ 34. Teachers eat lunch by themselves in their own classrooms.'

_____ 35. The morale of the teachers is high.

_____ 36. The principal uses constructive criticism.

_____ 37. The principal stays after school to help teachers finish their work.

_____ 38. Teachers socialize together in small groups.

_____ 39. The principal makes all class-scheduling decisions.

_____ 40. Teachers are contacted by the principal each day.

_____ 41. The principal is well prepared when he speaks at school functions.

_____ 42. The principal helps staff members settle minor differences.

_____ 43. The principal schedules the work for the teachers.

_____ 44. Teachers leave the grounds during the school day.

_____ 45. The principal criticizes a specific act rather than a staff member.

_____ 46. Teachers help select which courses will be taught.

Choose ONE of these CATEGORIES to tell how you think each statement applies to your school. Write its number in the space to the LEFT of the statement number:

1. RARELY OCCURS
2. SOMETIMES OCCURS
3. OFTEN OCCURS
4. VERY FREQUENTLY OCCURS

_____ 47. The principal corrects teacher's mistakes.

_____ 48. The principal talks a great deal.

_____ 49. The principal explains his reasons for criticism to teachers.

_____ 50. The principal tries to get better salaries for teachers.

_____ 51. Extra duty for teachers is posted conspicuously.

_____ 52. The rules set by the principal are never questioned.

_____ 53. The principal looks out for the personal welfare of teachers.

_____ 54. School secretarial service is available for teachers' use.

_____ 55. The principal runs the faculty meeting like a business conference.

_____ 56. The principal is in the building before teachers arrive.

_____ 57. Teachers work together preparing administrative reports.

_____ 58. Faculty meetings are organized according to a tight agenda.

_____ 59. Faculty meetings are mainly principal-report meetings.

_____ 60. The principal tells teachers of new ideas he has run across.

_____ 61. Teachers talk about leaving the school system.

_____ 62. The principal checks the subject-matter ability of teachers.

_____ 63. The principal is easy to understand.

_____ 64. Teachers are informed of the results of a supervisor's visit.

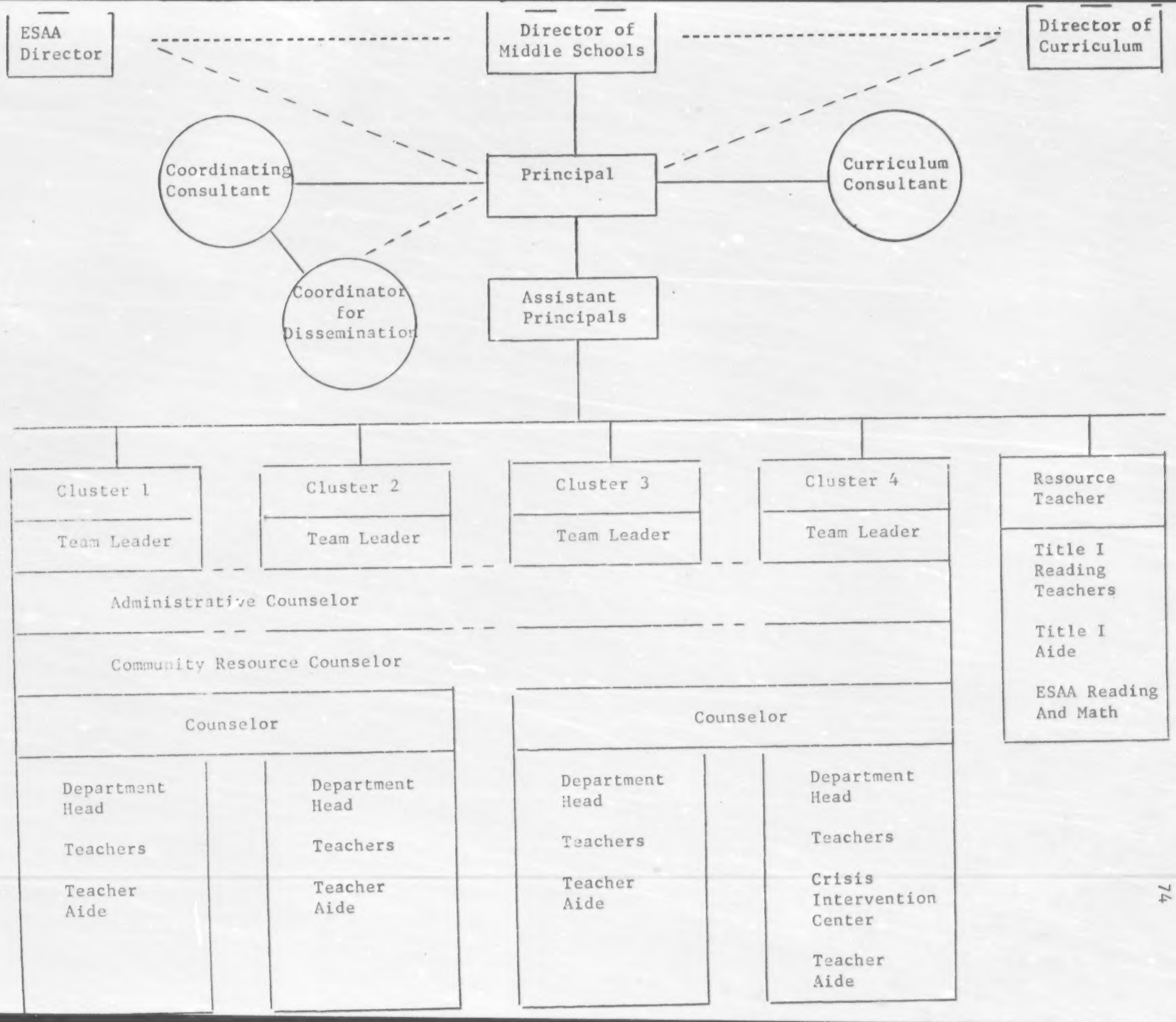
_____ 65. Grading practices are standardized at this school.

_____ 66. The principal insures that teachers work to their full capacity.

_____ 67. Teachers leave the building as soon as possible at day's end.

_____ 68. The principal clarifies wrong ideas a teacher may have.

_____ 69. Schedule changes are posted conspicuously at this school.


ESAA Director
Director of Middle Schools
Director of Curriculum
Coordinating Consultant
Principal
Curriculum Consultant
Coordinator for Dissemination
Assistant Principals
Cluster 1
Team Leader
Cluster 2
Team Leader
Cluster 3
Team Leader
Cluster 4
Team Leader
Resource Teacher
Title I Reading Teachers
Title I Aide
ESAA Reading And Math
Administrative Counselor
Community Resource Counselor
Counselor
Department Head
Teachers
Teacher Aide
Department Head
Teachers
Teacher Aide
Counselor
Department Head
Teachers
Teacher Aide
Department Head
Teachers
Crisis Intervention Center
Teacher Aide

GRADE_____
(6, 7 or 8)

SCHOOL SENTIMENT INDEX

Directions: Write your grade in the blank above.

On your answer sheet please show whether each of these sentences is true or untrue for you by marking A (true) if the sentence is true or B (untrue) if it is not true.

For Example:

	A True	B Untrue	
1.	____	____	1. My class is too easy.
2.	____	____	2. I'd like to stay at my school always.

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

Please answer all 50 questions. Do not leave any blank.

A True	B Untrue	
___	___	1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
___	___	2. I do my best in school because I can get ahead in the world with a good education.
___	___	3. Most of my teachers seem interested in the things I do outside of school.
___	___	4. Each morning I look forward to coming to school.
___	___	5. My school has too many rules.
___	___	6. I often feel rushed and nervous at school.
___	___	7. Most of my teachers give assignments that are too difficult.
___	___	8. Students here are not as friendly as in other schools.
___	___	9. Most of my teachers try to make their subjects interesting to me.
___	___	10. I hate having to do homework.
___	___	11. My teachers are interested in what I have to say.
___	___	12. It is clear to me why I shouldn't drop out of school.
___	___	13. This school is run like a prison.
___	___	14. I enjoy working on class projects with other students.
___	___	15. Most of my teachers will accept suggestions from their students.
___	___	16. School is a good place for making friends.
___	___	17. I like the challenge of a difficult assignment.
___	___	18. Skipping school whenever I can doesn't really bother me.
___	___	19. I find it difficult to start working on my assignments until they are almost due.
___	___	20. My teachers ask me to memorize too many facts.
___	___	21. There are important subjects not taught in school now which I would be interested in taking if they were offered.
___	___	22. Students have voice in determining how this school is run.
___	___	23. Most of my teachers have encouraged me to think for myself.
___	___	24. I think most of my teachers are fair to me.
___	___	25. I really like most of the kids at this school.

A TRUE	B UNTRUE		
____	____	26.	My teachers don't allow me to be as creative as I am able to be.
____	____	27.	Most of my teachers do not recognize my right to a different opinion.
____	____	28.	Even if I wanted to join certain groups here at school, I just wouldn't be accepted.
____	____	29.	I enjoy talking to many of my teachers after class.
____	____	30.	Most of my teachers are critical of the way young people dress or talk.
____	____	31.	It isn't difficult for a new student to find friends here.
____	____	32.	Many of my teachers could be trusted if I discussed a personal problem with them.
____	____	33.	My facorite classes, regardless of subject, are those in which I learn the most.
____	____	34.	Our school is so large, I often feel lost in the crowd.
____	____	35.	I usually get the grade I deserve in a class.
____	____	36.	I try to do good work in my classes, because you never know when the information will be useful.
____	____	37.	Most of my teachers are still fair with me as a person even when I've done poorly on my school work.
____	____	38.	There are enough different groups here at school for any type of student to find friends.
____	____	39.	Most of my teachers make it clear about how much the students can "get away with" in class.
____	____	40.	I enjoy the social life here.
____	____	41.	Everyone knows who the real losers in this school are.
____	____	42.	Most of my teachers like working with young people.
____	____	43.	Sometimes I just can't put a book down until I'm finished with it.
____	____	44.	Most of my teachers are too concerned with discipline sometimes.
____	____	45.	I usually never do more school work than just what is assigned.
____	____	46.	Most of the teachers at my school cannot control their classes.
____	____	47.	Lunch time at school is not fun.
____	____	48.	If I had the choice, I wouldn't go to school at all.
____	____	49.	Many of my teachers have "pets".
____	____	50.	If school were more related to the skills I'll need after I graduate, I might be more interested.

B. C. ELMORE MIDDLE SCHOOL

Project ORDER

Please indicate, on the scale below each question, your evaluation of the following items:

1. In the course of the school year, do you see the time which you have spent in dealing with discipline problems as increasing or decreasing, in your classroom?

Decreasing		No	Increasing	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

2. In the course of the school year, do you see the time spent in constructive teaching-learning activities as increasing or decreasing, in your classroom?

Decreasing		No	Increasing	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

3. In the course of the school year, do you see the quality of your classroom curriculum and instruction as improving or declining?

Declining		No	Improving	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

4. In the course of the school year, do you see the curriculum and instruction of other teachers in the school (or those that you are familiar with) as generally improving or declining?

Declining		No	Improving	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

5. During the course of the school year, have you seen the academic achievement of your students as improving or declining?

Declining		No	Improving	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

6. During the course of the school year, have you perceived the attitudes and efforts of your students as improving or declining?

Declining		No	Improving	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

7. Curriculum revision has been based on a matrix combining the learning processes and life-interest areas such as self-concept, career, consumer, leisure, and cultural interests.

   a. During the course of the school year, to what extent do you see the relevancy of your classroom curriculum to the life interest of the students as increasing or decreasing?

Decreasing		No	Increasing	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

   b. In the course of the school year, to what extent have you observed the teaching of other faculty members becoming more relevant to the life needs of the students?

Decreasing		No	Increasing	
Greatly	Somewhat	Change	Somewhat	Greatly
1	2	3	4	5

8. During the course of the school year, how many modules of study have you written for use in your classroom?

None or Number

CURRICULUM MATRIX FOR B. C. ELMORE

MIDDLE SCHOOL

	INDIVIDUAL	CAREER	CONSUMER	LEISURE	SOCIETY
KNOWLEDGE					
RATIONAL THINKING					
PSYCHOMOTOR					
VALUES AND APPRECIATION					

* Teachers are not encouraged to fill these unless it has meaning to the student. Each of these cells must be developed to meet the needs of each specific class.